

CULINARY ARTS II

COURSE DESCRIPTION

This course, which is the second level of Culinary Arts, prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by demonstrating the principles of safety and sanitation, food preparation skills, and teamwork to manage an environment conducive to quality food production and service operations. Laboratory facilities and experiences, which simulate commercial food production and service operations, offer school-based learning and work-based learning opportunities.

Pre-requisite: Culinary Arts I

Recommended Credits: 2-3

Recommended Grade Levels: 10th, 11th

Note (1): It was the consensus of both the business representatives and the teachers involved in drafting the framework that the current family and consumer sciences *Food Management Careers* course and the current trade and industrial education *Commercial Foods* course be combined into one course called *Culinary Arts*, which could be taught by a teacher certified in either of the above areas.

Note (2): Learning Expectations to be completed for two credits are identified with two asterisks (**), and those to be completed for three credits are identified with three asterisks (***).

CULINARY ARTS II STANDARDS

- 1.0 Trace the growth and development of the food production and service industry to gain insight regarding past, current, and future trends of the industry.
- 2.0 Identify and demonstrate the basic principles of safety and sanitation procedures used in the food production and service industry.
- 3.0 Demonstrate commercial preparation skills for all menu categories to produce a variety of food products.
- 4.0 Demonstrate employability skills required in the food production and service industry.
- 5.0 Apply math skills to food production and service operations.
- 6.0 Create, operate, and manage a school- or community-based environment that is courteous and friendly, while providing quality service.
- 7.0 Evaluate the importance of inventory and its relation to quality food production and service.

CULINARY ARTS II

STANDARD 1.0

Students will trace the growth and development of the food production and service industry to gain insight regarding past, current, and future trends of the industry.

LEARNING EXPECTATIONS

The student will:

- 1.1 Analyze current cultural and economic indicators to anticipate future trends in the food production and service industry.***
- 1.2 Explore economic aspects, the free enterprise system, and the role of government as they relate to the food production and service industry.***
- 1.3 Compare and contrast organizational structures, basic functions of divisions, and various establishments within the food production and service industry.***

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 1.1 Predicts key changes within the industry, which are based on societal, cultural and economic trends.
- 1.2A Collects and presents information related to government agencies and legislation concerning the food production and service industry.
- 1.2B Describes the effects of market factors on the food production and service industry.
- 1.3 Develops and utilizes an organizational chart within the food production and service industry.

SAMPLE PERFORMANCE TASKS

- Debate the economic impact of the free enterprise system on the food production and service industry.
- Conduct interviews and gather data from individuals concerning the growth and development of the food production and service industry.
- Brainstorm and reach consensus on the effects of government agencies and legislation on the food production and service industry.

INTEGRATION/LINKAGES

Language Arts, Foreign Language, Science, Math, Math for Technology, Social Studies and Government, History, Criminal Justice, Computer Skills, Research and Writing Skills, Communication Skills, Teamwork Skills, Leadership Skills, SCANS (Secretary's Commission on Achieving Necessary Skills), SkillsUSA-VICA, Family, Career and Community Leaders of America, Tennessee Hospitality Education Center, American Culinary Federation

CULINARY ARTS II

STANDARD 2.0

Students will identify and demonstrate the basic principles of safety and sanitation procedures used in the food production and service industry.

LEARNING EXPECTATIONS

The student will:

- 2.1 Describe cross contamination and uses of acceptable procedures when preparing and storing potentially hazardous foods.**
- 2.2 Discuss appropriate emergency policies for kitchen, dining room, and room service injuries.**
- 2.3 Demonstrate first aid practices.**

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 2.1 Develops and practices acceptable procedures to prevent cross contamination, foodborne and airborne illnesses, and blood borne pathogens.
- 2.2 Distinguishes and employs preventive measures for the prevention of accidents.
- 2.3 Administers simulated basic first aid procedures including treating burns, cuts, CPR, and Heimlich maneuver.

SAMPLE PERFORMANCE TASKS

- Calculate the cost of safety corrections needed.
- Develop an emergency policy for the food production and service industry facility.
- Role-play proper procedures for administering CPR and the Heimlich Maneuver according to the standards set forth by the American Red Cross.
- Complete Level 1.1 “Proficiency in Program Competencies” of the Professional Development Program, SkillsUSA-VICA.
- Create a project to strengthen leadership skills on the job by participating in the Family, Career and Community Leaders of America Leaders at Work program.

INTEGRATION/LINKAGES

Wellness, Health, Biology, Hazard Analysis Critical Control Point, OSHA, Tennessee Department of Health, The Hospitality Center, Tennessee Hospitality Education Center, National Restaurant Association, American Culinary Federation, Food and Drug Administration, SCANS (Secretary’s Commission on Achieving Necessary Skills), Technical Report Writing Skills, Communication Skills, Math Skills, SkillsUSA-VICA, and Family, Career and Community Leaders of America

CULINARY ARTS II

STANDARD 3.0

Students will demonstrate commercial preparation skills for all menu categories to produce a variety of food products.

LEARNING EXPECTATIONS

The student will:

- 3.1 Develop garde-manger skills in producing a variety of cold food products.**
- 3.2 Apply the fundamentals of baking science to the preparation of a variety of products.**
- 3.3 Demonstrate appropriate and creative styles in plating, including decorative pieces.**
- 3.4 Apply the principles and nutrient retention practices to ensure the fulfillment of nutrient requirements, including those related to life cycle and special dietary needs.***

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS BEING MET

The student:

- 3.1 Selects and uses tools and equipment to produce decorative pieces to include fruit, vegetable carvings, cheese displays and accompaniments.
- 3.2A Selects and uses tools and equipment to prepare a variety of specialty yeast breads.
- 3.2B Selects and uses tools and equipment to produce a variety of types of cookies, cakes, and pastry and prepare a variety of fillings and toppings for pastries and baked goods.
- 3.3 Assembles various plate designs and create various garnishes.
- 3.4A Demonstrates cooking techniques and storage principles for maximum retention of nutrients.
- 3.4B Assesses nutritional concerns for vegetarianism, food allergies, medical problems, and religious dietary laws and determine appropriate substitutions.
- 3.4C Creates appropriate menus for religious dietary laws and ethnic cuisine.

SAMPLE PERFORMANCE TASKS

- Compete in Family, Career and Community Leaders of America Star Event-Food Service or in SkillsUSA-VICA Championships.
- Explore the basics of ice carving.
- Decorate desserts using pastry art.
- Given a menu, create, arrange, and calculate the cost of appropriate garnishes.
- Assess the quality of design in plating and calculate the cost involved.
- Plan menus and adapt recipes for special dietary needs.
- Prepare vegetables using cooking techniques to retain nutrients.

INTEGRATION/LINKAGES

Wellness, Chemistry, Biology, Math, Math for Technology, Foreign Language, National Restaurant Association, OSHA, Tennessee Hospitality Education Center, American Culinary Federation, Department of Health Regulations, Family and Consumer Sciences Education National Standards, SkillsUSA-VICA, Family, Career and Community Leaders of America

CULINARY ARTS II

STANDARD 4.0

Students will demonstrate employability skills required in the food production and service industry.

LEARNING EXPECTATIONS

The student will:

- 4.1 Demonstrate quality guest service and customer relations including all aspects of communication.**
- 4.2 Demonstrate ethical behavior within the food service establishment.**
- 4.3 Describe job-interviewing skills.***

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 4.1A Demonstrates the ability to use body language and written and oral communication to maintain positive relationships with customers.
- 4.1B Discusses sales techniques for service personnel including menu knowledge and suggestive selling.
- 4.1C Discusses time management and other organizational management techniques.
- 4.2A Describes reasons for regular attendance, punctuality, use of sick days, and the importance of moral responsibilities and attention to detail.
- 4.2B Gains self-awareness and confidence by engaging in-group interaction.
- 4.3 Simulates a job interview.

SAMPLE PERFORMANCE TASKS

- Apply strategies for resolving complaints using body language, written communication, and oral communication.
- Role-play positive communication techniques.
- Use menus to practice answering questions and suggestive selling of foods.
- Practice dovetailing and other time management techniques.
- Complete Level 1.7 “Demonstrate Effective Communication with Others,” Level 2.11 “Complete a Job Application” *Professional Development Program*, SkillsUSA-VICA

INTEGRATION/LINKAGES

Language Arts, Foreign Language, Applied Communications, Social Studies, Interpersonal Communication, Psychology, Sociology, Tennessee Hospitality Education Center, SkillsUSA-VICA, Family, Career and Community Leaders of America

CULINARY ARTS II

STANDARD 5.0

Students will apply math skills to food production and service operations.

LEARNING EXPECTATIONS

The student will:

- 5.1 Perform math calculations related to guest checks and billing.**
- 5.2 Appraise the cost of food to calculate recipe costs and unit costs of each item to determine selling prices.**

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 5.1 Prepare a guest check.
- 5.2 Determines the selling price of menu items using recipe costs.

SAMPLE PERFORMANCE TASKS

- Given a selected recipe, determines the cost of an individual serving.
- Performs calculations using current technology (i.e., computers, calculators).

INTEGRATION/LINKAGES

Applied Math, Math for Technology, Economics, Computer Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Tennessee Hospitality Education Center, American Culinary Federation, Family and Consumer Science National Standards, SkillsUSA-VICA, Family, Career and Community Leaders of America

CULINARY ARTS II

STANDARD 6.0

Students will create, operate, and manage a school- or community-based environment that is courteous and friendly, while providing quality service.

LEARNING EXPECTATIONS

The student will:

- 6.1 Perform dining room service functions using a variety of types of service.**
- 6.2 Illustrate interrelationships and workflow between room service, dining room and kitchen operations.**
- 6.3 Demonstrate an understanding of employee relations, guest services, and customer relations, including the handling of difficult situations and conflict resolution.***

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 6.1A Sets up various types of dining room workstations and dining service.
- 6.1B Demonstrates different methods of table set-up, cloth layout, and napkin folding.
- 6.1C Demonstrates the general rules of table service.
- 6.2A Analyzes the interdependent nature of front and back of the house operations.
- 6.2B Develops leadership qualities that will foster relationships with all aspects of service operations.
- 6.3A Interacts with employers, peers, and guests while demonstrating positive attitudes.
- 6.3B Simulates roles and responsibilities in the scope of dining service, including room service.
- 6.3C Determines appropriate methods of eliminating conflict in the workplace.

SAMPLE PERFORMANCE TASKS

- Plan and utilize props and decorations to create a memorable milestone event.
- Form a dining service team to coordinate with the back of the house to plan, organize, and serve a culinary event.
- Develop a time line depicting effective time management practices in carrying out customer service responsibilities.
- Role-play positive attitudes and personality characteristics expected in dining service. Complete Level 1.10 "List Proficiency in Program Competencies," Level 2.3 "Stress Characteristics of a Positive Image," Level 3.9 "Identify and Apply Conflict Resolution Skills" in the *Professional Development Program*, SkillsUSA-VICA.

INTEGRATION/LINKAGES

Language Arts, Communication Skills, Sociology, Psychology, Foreign Language, Technical Report and Writing Skills, Mathematics Skills, Tennessee Hospitality Education Center, American Culinary Federation, National Restaurant Association, SCANS (Secretary's Commission on Achieving Necessary Skills), Affective and Cognitive Thinking Skills, SkillsUSA-VICA, Family, Career and Community Leaders of America

CULINARY ARTS II

STANDARD 7.0

Students will evaluate the importance of inventory and its relation to quality food production and service.

LEARNING EXPECTATIONS

The student will:

- 7.1 Analyze the overall concept of purchasing, receiving, and storing food and non-food items according to specifications for maintaining quality.**
- 7.2 Evaluate the *Hazard Analysis Critical Control Point (HACCP)* critical control points managed by the purchasing, receiving, and storage functions.**

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 7.1A Receives a shipment of items, checks it for quality and accuracy, and stores each item in the appropriate place.
- 7.1B Calculates the financial impact of good versus poor purchasing and receiving practices.
- 7.2A Manages the critical control points relevant to purchasing, receiving, and storage.

SAMPLE PERFORMANCE TASKS

- Assess a storage room and cooler and identify any improperly stored items.
- Evaluate case studies to determine profit or loss resulting from purchasing and receiving errors.
- Organize a storeroom using the first in/first out method.
- Complete Level 1.8 “Participate in a Shadowing Activity” in the Professional Development program, SkillsUSA-VICA.
- Job shadow an employer who works in receiving or distribution in a commissary.
- Observe how a large food production operation distributes ingredients.
- Discuss means of promoting high standards in the food production and service industry.

INTEGRATION/LINKAGES

Math, Math for Technology, History, World Geography, Language Arts, Applied Communication, Science, Foreign Language, Nutrition and Foods I and II, Wellness, Hazardous Analysis Critical Control Point (HACCP), Tennessee Hospitality Education Center, American Culinary Federation, Family and Consumer Sciences Education National Standards, National Restaurant Association, Tennessee Department of Health, United States Department of Agriculture, Critical Thinking Skills, SCANS (Secretary’s Commission on Achieving Necessary Skills), Family, Career and Community Leaders of America, SkillsUSA-VICA

CULINARY ARTS

Integration of Academic Concepts

Science

The following science concepts are integrated into the *Culinary Arts* course content.

- Knows the environmental impact of materials (solid, liquid, gaseous).
- Understands the effect of chemicals on humans and plants.
- Understands the interaction of organisms with their environment.
- Applies and uses laboratory techniques safely.
- Applies and uses maps, charts, tables, and graphs to complete tasks.
- Applies and uses scientific methods to solve problems.
- Describes and explains heat conduction/convection, radiant heating, and temperature.
- Measures weight, temperature, time and the volumes of liquids and solids.
- Uses computers for information processing.
- Describes and explains chemical reactions including inhibitors.
- Measures time to complete a task.
- Analyzes and evaluates environmental issues related to waste management.

Language Arts

The following language arts concepts are integrated into the *Culinary Arts* course content.

- Applies the reading process and strategies to directions or tasks that are relatively short, with limited categories of information, directions, concepts, and vocabulary.
- Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks.
- Demonstrates competence in speaking to provide, distribute, or find information.
- Demonstrates competence in writing and editing documents, using correct grammar, and punctuation.
- Follows written and oral directions to complete tasks.
- Informally discusses, requests, and supplies information to associates.
- Adapts listening strategies to utilize verbal and nonverbal content of communication.
- Demonstrates competence in making oral formal and informal presentations, including selecting and using media.

CULINARY ARTS

Suggested Resources

Industry Associations, Web Sites, and Publications

ACCESS, Knowledge and Skill Competencies, American Culinary Federation

American Culinary Federation

Bread & Butter: The Bottom Line Running Restaurants, National Restaurant Association

National and Tennessee Restaurant Associations

Restaurant Info Abstracts, National Restaurant Association

Restaurant USA Magazine, National Restaurant Association

The Tennessee Hospitality Education Center

Web Sites:

www.restaurant.org

www.info@dineout.org

www.edfound.org

www.foodsafetycouncil.org/

www.h-b-a.org

www.hbainfo@foodtrain.org

www.nsf.org

www.fujitsu.co.jp/

<http://foodnet.fic.ca/>

<http://www.fenpublishing.com/>

www.cfbe.org

<http://fse.tamu.edu/>

Vocational Student Organizations, Web Sites, and Publications

Career Connections Manual, Family, Career and Community Leaders of America

Families First Manual, Family, Career and Community Leaders of America

Family, Career and Community Leaders of America

Leaders At Work, Family, Career and Community Leaders of America

Leadership Handbook, SkillsUSA-VICA, Inc.

Parliamentary Procedure at a Glance, National SkillsUSA-VICA

Power of One Manual, Family, Career and Community Leaders of America

Professional Development Program, National SkillsUSA-VICA

Public Speaking: A Guide for Local, State, and National Officers, National SkillsUSA-VICA

SkillsUSA Championships Technical Standards, SkillsUSA-VICA

SkillsUSA-VICA

STAR Events Manual, Family, Career and Community Leaders of America

Teacher's Tool Kit, SkillsUSA-VICA, Inc.

The Meeting Kit, National SkillsUSA-VICA

Web Sites:

www.skillsusa.org

www.fcclainc.org

Additional Resources:

College Representatives

Robert's Rules of Order, *Robert, et. al., Perseus Books Newly Revised, 9th Edition*